Overview of the Perkins Act of 2006

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Background

- Reauthorization process began in 2004
- House and Senate approved legislation overwhelmingly in July 2006
- “Carl D. Perkins Career and Technical Education Improvement Act of 2006,” Public Law 109-270
- President signed into law August 12, 2006
- Reauthorized through 2012.

Themes

- CTE Programs of Study
- State and local accountability for program improvement
- Tech Prep accountability and flexibility
- Economic and Personal Competitiveness

Purposes of the Act

- Develop challenging academic and technical standards and related challenging, integrated instruction
- A focus on high skill, high wage, high demand occupations
- Increase state and local flexibility
- Conduct and disseminate national research and best practices

Purposes of the Act

- Increase opportunities for individuals to keep America competitive
- Promote partnerships (education, workforce boards, business, industry, etc.)
- Provide technical assistance and professional development

Structure of Law

- Basic State Grant (Title I)
  - National Programs (Section 114)
  - Tribally Controlled Postsecondary Institutions (Section 117)
  - Occupational and Employment Information (Section 118)
- Tech Prep (Title II)

Funding Distribution

- The State may use 10% of funds to support “Leadership Activities”
- The State may also use 5% of funds (or $250,000) for administrative purposes
- The State must distribute remaining funds (85%) to local recipients – school systems, technical colleges and other technical training providers.
- Each state determines how much goes to secondary and postsecondary education. The national average is 65% to secondary and 35% to postsecondary.

Funding Distribution

- Incentive Grants eliminated
- Increased money for small states, *if* overall funding increases
- Funds still must be spent on CTE

Transition

- New Law ensures adequate time for transition
- States will develop transition plans to submit in spring 2007
- 2007-2008 will be official transition year – focus on setting up accountability system and collecting benchmark data

State Plans

- Describe CTE programs of study development and implementation, and information dissemination
- Describe how the state will support locals in developing and implementing articulation agreements
- Criteria that will be used to approve local fund applications

State Plans

- Describe how programs at the secondary level will prepare students, including special populations, to graduate with a diploma
- Describe how new courses at the secondary level will be aligned with rigorous and challenging academic content and achievement standards under NCLB, and at the postsecondary level will be relevant and challenging, and will lead to employment in high skill, high wage, or high demand occupations

State Plans

- Describe sharing of best practices between Tech Prep & Title I
- Describe how the state will report the integration of academics in CTE programs
- Describe development of process for negotiating with locals on performance levels

State Plans

- Recruit and retain administration, faculty and teachers from underrepresented groups
- Include efforts to improve the transition from business and industry to teaching
- Describe efforts to facilitate the transition of subbaccalaureate CTE students into baccalaureate degree programs

State Plans/Leadership

- More prescriptive in the ‘what and how’ of professional development
  - Focus on integration; rigor (both academic and technical)
  - Increases % of certified or licensed teachers
  - Links to meeting performance targets
  - State funds for P.D. cannot be “1-day or short-term”
  - Coordinated with title II of ESEA and HEA

Uses of Funds – State Requirements

- Assess CTE programs funded, including focus on special populations
- Develop, improve, or expand the use of technology in CTE
- Provide professional development
- Support the integration of academics and CTE

Uses of Fund – State Requirements

- Provide preparation for non-traditional fields and high skill, high wage occupations
- Support partnerships
- Serve individuals in state institutions
- Support for programs for special populations
- Technical assistance for local recipients (NEW)

Uses of Funds – State Permissive

- Similar to current law
- Notable additions:
  - Activities that facilitate transition from 2-yr. to 4-yr.
  - Incentive grants for locals
  - Entrepreneurship education and training
  - Career academies, career clusters
  - Technical assessments and data systems
  - Recruitment and retention of educators
  - Section 118 activities

Local Plans

- CTE programs to be carried out
- Performance targets
- Provide at least one CTE program of study
- Encourage students to take “rigorous and challenging” core academic courses
- Ensure same academic standards for all students
- All aspects of the industry

Local Plans

- Improve academic and technical skills through integration
- Professional development
- Community awareness strategies
- Size, scope and quality
- Evaluation and continuous improvement

Local Plans

- Programs strategies to ensure success of special populations and non-discrimination
- Preparation for non-traditional fields
- Career guidance and academic counseling
- Teacher recruitment and retention

Uses of Funds – Local Requirements

- Strengthen academic and technical skills of students through integration
- Link secondary and postsecondary education, including through “Programs of Study”
- Provide experiences in all aspects of an industry
- Develop, improve, or expand technology
- Provide professional development

Uses of Funds – Local Requirements

- Develop and implement evaluations of CTE programs
- Initiate, improve, expand, and modernize CTE programs
- Provide activities of sufficient size and scope to be effective
- Provide activities to prepare special populations for high skill, high wage, or high demand occupations that lead to self-sufficiency (NEW)

Uses of Funds – Local Permissive

- Similar to current law
- Notable additions:
  - Activities that facilitate transition from 2-yr. to 4-yr.
  - Entrepreneurship education and training
  - Development of Programs of Study
  - Development and support of small, personalized career-themed learning communities
  - Pooling a portion of funds with other recipients for innovation
  - Expanding postsecondary programs offerings at more accessible times/formats
  - Automotive technologies

Accountability

- Separate secondary and postsecondary indicators
- New local requirements for establishing performance targets
- Specific improvement plan and sanction language
- State and locals must use “valid and reliable” measures

Accountability – Secondary Indicators

- Academic achievement – on NCLB assessments
- Technical attainment – industry standards when possible
- Attainment of (I) a diploma, (II) a GED, (III) a proficiency credential in conjunction with a diploma
- NCLB graduation rates
- Placement in postsecondary, military, or employment
- Participation and completion of non-traditional programs

Accountability – Postsecondary Indicators

- Technical attainment – industry standards when possible
- Attainment of industry recognized credential, certificate, or degree
- Retention in postsecondary (including transfer to 4-year)
- Placement in military or apprenticeship, or placement or retention in employment – including high skill, high wage, or high demand
- Participation and completion of non-traditional programs

Accountability -- Negotiations

- Every two years
- Federal-state very similar to current law
- Locals will either accept state performance levels or negotiate with states on new local levels
- Must show continuous improvement

Accountability – Improvement Plans

- If a state or local fails to meet at least 90% of a performance level on any indicator – they must develop and implement an improvement plan
- Secretary of Education or State will provide technical assistance

Accountability – Subsequent Action

- If a state or local:
  - Fails to implement an improvement plan
  - Fails to make any improvement within a year after implementing plan
  - Fails to meet 90% of an indicator 3 years in a row
- Then, funds can be withheld (fully or partially)

Programs of Study

- Incorporate and align secondary and postsecondary education
- Include academic & CTE content in a coordinated, non-duplicative progression of courses
- May include the opportunity for secondary students to acquire postsecondary credits
- Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree;
- Identify and address current or emerging occupational opportunities;

Programs of Study

- Build on Tech Prep, career clusters, career pathways, career academies
- State develops in consultation with locals
- Locals must offer the required courses of at least one Program of Study (and can offer more)

State Plan Requirement

‘‘(A) **the career and technical programs of study**, which may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that—

‘‘(i) incorporate secondary education and postsecondary education elements;

‘‘(ii) include coherent and rigorous content aligned with challenging **academic standards and relevant career and technical content** in a coordinated, **nonduplicative** progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;

‘‘(iii) may include the **opportunity for secondary education students to participate in dual or concurrent enrollment** programs or other ways to acquire postsecondary education credits; and

‘‘(iv) lead to an industry-recognized credential or certificate **at the postsecondary level**, or an associate or baccalaureate degree;

State Plan Requirement

‘‘(B) how the eligible agency, **in consultation with eligible recipients, will develop and implement** the career and technical programs of study described in subparagraph (A);

‘‘(C) how the eligible agency **will support eligible recipients in developing and implementing articulation agreements** between secondary education and postsecondary education institutions;

‘‘(D) how the eligible agency will **make available information about career and technical programs of study** offered by eligible recipients;

Local Plan Requirements

‘‘SEC. 134. LOCAL PLAN FOR CAREER AND TECHNICAL EDUCATION PROGRAMS.

‘‘(3) describe how the eligible recipient will—

‘‘(A) offer the appropriate courses of **not less than 1 of the career and technical programs of study described in section 122(c)(1)(A);**

Local Required Uses of Funds

‘‘SEC. 135. LOCAL USES OF FUNDS.

…may be used to support career and technical education programs that—

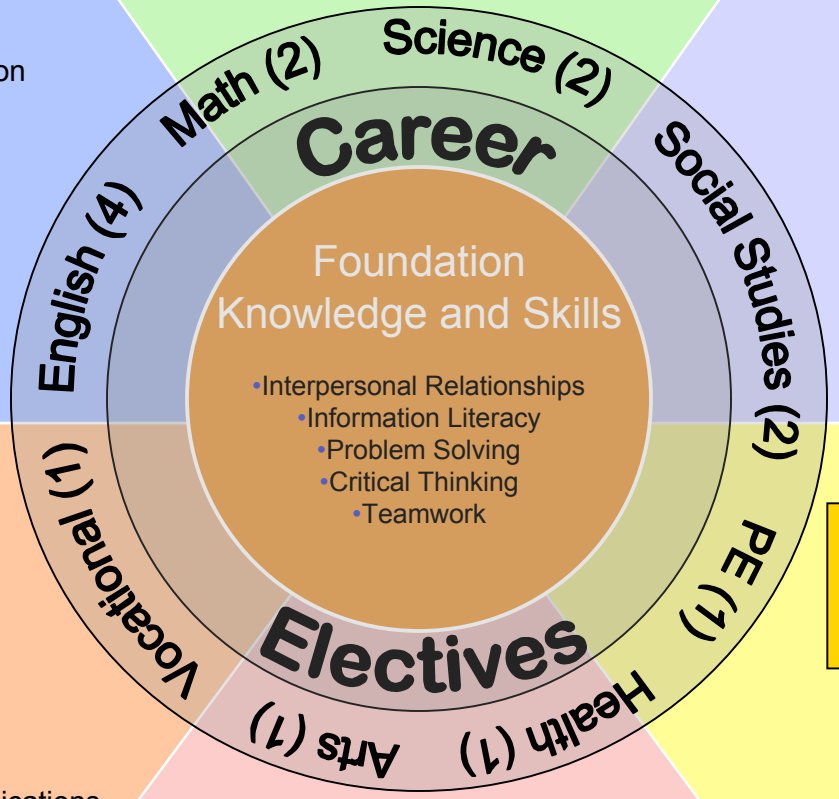
‘‘(1) strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses, **such as career and technical programs of study described in section 122(c)(1)(A),** to ensure learning in—

‘‘(A) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and

‘‘(B) career and technical education subjects;

‘‘(2) link career and technical education at the secondary level and career and technical education at the postsecondary level, **including by offering the relevant elements of not less than 1 career and technical program of study described in section 122(c)(1)(A);**

Montana Career Fields and Clusters Model



Environmental & Agricultural Systems

- Agriculture, Food, & Natural Resources

Human Services & Resources

- Law, Public Safety and Security
- Government and Public Administration
- Human Services
- Education and Training

Business & Management

- Marketing, Sales, and Services
- Business, Management, and Administration
- Hospitality and Tourism
- Finance

Communication & Information Systems

- Arts, A/V Technology and Communications
- Information Technology

Health Sciences

- Health Science

Industrial, Manufacturing, & Engineering Systems

- Manufacturing
- Transportation, Distribution & Logistics
- Architecture and Construction
- Science, Technology, Engineering & Mathematics

Information Technology - Plan of Study

Name _____

Date _____

The Information Technology Career Cluster has four pathways that allow students to further explore and discover their favorite career specialties. Students can choose from several levels of education and training to pursue a career in their chosen pathway.

Pathways	Postsecondary Options
❑ Network Systems	On-the-job Training Certificate Associate Degree Bachelors Degree Advanced Degree Military
❑ Information Support & Services	
❑ Interactive Media	
❑ Programming & Software Development	

WYOMING HATHAWAY SCHOLARSHIP PROGRAM
Make College A Reality

Coursework

Subject	7th-8th Grade	9th-10th Grade	11-12th Grade	Advanced Coursework for Postsecondary credit
English	☐ English	☐ English I ☐ English II	☐ English III ☐ English IV	☐ Academic Transfer ☐ Advanced Placement ☐ Early Entry
Math	☐ Math ☐ Pre Algebra ☐ Algebra I	☐ Geometry ☐ Algebra I ☐ Algebra II	☐ Algebra II ☐ Trigonometry ☐ Pre-Calculus ☐ Calculus	☐ Academic Transfer ☐ Advanced Placement ☐ Early Entry
Science	☐ Earth Science ☐ Biology	☐ Biology I ☐ Chemistry I	☐ Chemistry I ☐ Physics ☐ Anatomy/Physiology	☐ Academic Transfer ☐ Advanced Placement ☐ Early Entry
Social Studies	☐ American History ☐ Geography	☐ American History ☐ Geography ☐ World History	☐ American History ☐ Economics ☐ Government/Civics ☐ Modern Problems ☐ Psychology/Sociology	☐ Academic Transfer ☐ Advanced Placement ☐ Early Entry
Career Education Courses	☐ Career Cluster Exploration ☐ Input Technologies/ Keyboarding ☐ Other Career Exploration	☐ Advanced Computer Applications ☐ Cisco I,II, III, IV ☐ Computer Applications ☐ Computer Graphics ☐ Computer Programming ☐ Desktop	☐ Electronics I, II, III ☐ Interactive Media and Web Design ☐ Intro to Information Technology ☐ Multimedia Introduction ☐ Network Systems	☐ Animation ☐ Business Technology ☐ Adv/Business Tech ☐ Commercial Art I, II ☐ Computer Repair ☐ Graphic Design
Additional Requirements or Electives	☐ Art/Music/Theatre ☐ PE/Health/Wellness ☐ World Languages ☐ Speech/Communications	☐ Art/Music/Theatre ☐ PE/Health/Wellness ☐ World Languages ☐ Speech/Communications	☐ Art/Music/Theatre ☐ PE/Health/Wellness ☐ World Languages ☐ Speech/Communications	☐ Academic Transfer ☐ Advanced Placement ☐ Early Entry

Extended Learning

School Based	☐ FBLA ☐ Cooperative Education ☐ Service Learning	☐ Skills USA ☐ Career Days ☐ Internships	☐ Career Interviews ☐ Job Shadowing ☐ Career Research	☐ Develop Web Pages ☐ Yearbook Staff ☐ Participate with School Multimedia/Video Projects
Community Based	☐ Website Development/ Maintenance for Community Organizations	☐ Mentorship	☐ Part-time Employment	☐ Volunteering

COLLEGE: Corning Community College
HIGH SCHOOL(S): Campbell-Savona High School;
Greater Southern Tier (GST) B.O.C.E.S.
Watkins Glen High School

CLUSTER: Information Technology
PATHWAY: Network Systems
PROGRAM: Network Technology

ADULT LEARNER ENTRY POINTS

	GRADE	ENGLISH	MATH	SCIENCE	SOCIAL STUDIES	REQUIRED COURSES RECOMMENDED ELECTIVE COURSES OTHER ELECTIVE COURSES CAREER AND TECHNICAL EDUCATION COURSES			
SECONDARY	9	English	▲Applied Math	Science & Lab	Global Studies	Second Language	Phys.Ed	Computer Keyboarding	
	10	English	▲Applied Math	Science & Lab	Global Studies	Second Language	Phys.Ed.	▲Computer Operating Systems	Art/ Music
		In 10th grade, assess for college readiness by administration of ACCUPLACER to all Tech Prep & CCTI students. Provide academic/career counseling. Provide Academic Intervention Services (AIS) as needed.							
	11	▲English	▲Applied Math	Science & Lab	U.S. History	Technology Elective	Phys. Ed.	▲Computer Network Technician	Health
		In 11th grade, assess for college readiness by administration of ACCUPLACER to all Tech Prep & CCTI students. Provide academic/career counseling. Provide Academic Intervention Services (AIS) as needed.							
	12	▲English	▲Applied Math	Science & Lab	▲Economics	First Year Experience	Phys. Ed.	▲Computer Network Technician	▲Network Tech Co-Op/ Internship
		Upon successful completion of five (5) New York State Regents Exams and a minimum of 22 credits, student graduates with a Regents Diploma. Upon successful completion of the approved CTE courses, student receives a Regents Diploma with CTE Endorsement credential. Upon successful completion of all high school requirements and Tech Prep/CCTI portfolio, student receives a Certificate of Completion. Administration of ACCUPLACER to determine college level placement in math and writing skills.							
POSTSECONDARY	Year 1 1st Semester	▲● English (3)	▲■Elements of Applied Math I (3)	▲■First Year Experience (FYE)	▲●Computer Essentials (4)	▲●Network Fundamentals (4)	Wellness (1)	▲■Electricity (4)	
	Year 1 2nd Semester		▲■Elements of Applied Math II (3)	Lab Science (3)		▲●LAN and WAN (4)	Wellness (.5)	Digital Computer Systems (3)	
	Year 2 1st Semester	English (3)			▲Social Sciences Elective (3)	▲● LAN Implementation & Configuration (4)	Wellness (.5)	Data/Voice Communi-cation (4)	Network Software (4)
	Year 2 2nd Semester	Technical Report Writing (3)			Social Sciences Elective (3)	▲●Network Project (3)	Network Trouble-shooting (3)	Network Management (3)	

Required Courses
Recommended Elective Courses
Career and Technical Education Courses
Credit-Based Transition Programs (e.g. Dual/Concurrent Enrollment, Articulated Courses, 2+2+2
(▲=High School to Com. College) (●=Com. College to 4-Yr Institution) (■=Opportunity to test out)
Mandatory Assessments, Advising, and Additional Preparation

CCTI College and Career Transitions Initiative
Funded by the U. S. Department of Education (V051B020001)

Rev: Jan. 2005
8/15/06- L.Miller

COLLEGE: Sinclair Community College-MVTP Consortium
HIGH SCHOOL(S): Centerville, Dayton Career Center,
Kettering Fairmont, Stebbins,
Miami Valley Career Tech Center

CLUSTER: Science, Technology, Engineering and Math
PATHWAY: Engineering Technology
PROGRAM: Civil Engineering Technology

ADULT LEARNER ENTRY POINTS

	GRADE	ENGLISH	MATH	SCIENCE	SOCIAL STUDIES	REQUIRED COURSES RECOMMENDED ELECTIVE COURSES OTHER ELECTIVE COURSES CAREER AND TECHNICAL EDUCATION COURSES			
SECONDARY	9	English I (1)	Integrated Algebra & Geometry or Algebra I (1)	Physical Science (1)	World History (1)	Health (.5) P E (.5)	Career Exploration Integrated with English 9	Elective (1)	
	10	English II (1)	Geometry or Algebra II (1)	Biology (1)	American History (1)	Introduction to Engineering Design (1)	Technology Word & Excel Art (.5)♦	Elective (1)	
	11	English III (1)	Algebra II or Adv. Algebra II & Trigonometry (1)	Conceptual Physics or Physics I (1)	American Government (.5) Social Studies Elective (.5)	Tech Prep Engineering Tech ♦(1)	Tech Prep Engineering Tech ♦(1)	P E (.5)	
	Early College Placement Assessment (Reading, Math and Writing)								
	12	English IV (1)	Integrated College Math or Calculus (1)	Chemistry (1)	Elective (1)	Tech Prep Engr Drafting Graphics ♦(1)	Tech Prep Engr PC Applications In ♦Engineering (1)	Elective (1)	
	Mandatory College Placement Assessment (Reading, Math and Writing) and Acad. Advising + State O.G.T.Requirement								
POSTSECONDARY	Year 1 1st Quarter	English Comp I ENG111 • (3)	Mathematics 131 Technical Math I •(5)	Personal Comp. Appl. In Engr- ♦ MET198 (2)	Architectural Blueprint Reading ARC136 (3)	Basic Construction Surveying CCT102 (4)	Tech. Graphics Communication ♦DRT196 (3)		
	Year 1 2nd Quarter	Eng 121 Technical Composition I (3)	Mathematics 132 Technical Math II •(5)	General Education Elective •(3)	Civil Construction Blueprints&Draft CCT103 (3)	Properties of Const. Materials CCT105 (3)	Intro to CAD Concepts ♦ DRT198 (2)		
	Year 1 3rd Quarter	Eng 122 Technical Composition II (3)	Mathematics 133 Technical Math III •(5)	Technical Physics I PHY131 (4)	Social Science Elective (3)	Topographic Mapping CCT247 (3)	Construction Management CCT256 (3)		
	Year 2 1st Quarter	Effective Speaking I Com211 • (3)	Statics MET2033 (4)	Technical Physics II PHY132 (4)	Construction Estimating CCT216 (4)	Highway Surveying Design CCT247 (3)	IET Workshop IET190 ♦ (3)		
	Year 2 2nd Quarter		Subdivision Design CCT203 (4)	Soil Mechanics CCT245 (4)	Project Management Tech. CCT258 (3)	Strength of Materials MET207 (4)	Humanities Elective (3)		
	Year 2 3rd Quarter		Reinforced Concrete Design CCT206 (4)	Civil Technology Internship CCT270 (3)	Civil Construction Capstone CCT278 (4)	Adv. Construction Layout CCT248 (3)			

Required Courses
Recommended Elective Courses
College and Technical Education Courses
Credit-Based Transition Programs (Dual/Concurrent Enrollment, Articulated Courses by Proficiency)
(♦=High School to Com. College) (•=Com.College to 4-Yr.Institution) (■ =Opportunity to test out)

League for Innovation in the Community College — CCTI College and Career Transitions Initiative

Funded by the U. S. Department of Education
(V051B020001)

Tech Prep Overview

- States must show greater coordination with Basic State Grant – single plan for title I and title II
- States may combine Tech Prep and Basic State Grant Funding Streams
- If combined, funds treated as Basic State Grant Funds
- If kept separate, new definitions and accountability for consortia

New Tech Prep Indicators

- Number of Tech Prep students served – secondary and postsecondary
- Number and percent of secondary education Tech Prep students enrolled in the Tech Prep program who—
  - enroll in postsecondary education;
  - enroll in postsecondary education in the same field or major as in secondary education;
  - complete a State or industry-recognized certification or licensure;
  - Complete courses for postsecondary credits while enrolled in secondary education;
  - Enroll in remedial courses in postsecondary education.

New Tech Prep Indicators

- Number and percent of postsecondary education Tech Prep students who—
  - Are employed in related field of employment within 12 months;
  - complete a State or industry-recognized certification or licensure;
  - complete a 2-year degree or certificate program within the normal time (150%);
  - complete baccalaureate degree program within the normal time (150%)

Dangers of Consolidation

- Without Tech Prep funding to consortia, a loss of Consortium activities – e.g. articulation agreements development and review, and joint professional development.
- Apart from Tech Prep, title I does not require collaboration between secondary and postsecondary institutions.
- Dual enrollments and advance credits could decrease.
- Progress since creation of Tech Prep in 1992 could be diminished or lost.

Potential Consolidation Approach to Maintain Consortium Activities

- Create State plan requirements to create consortium structure and closely integrate with other title I activities of schools and colleges.
- Require every local grantee to join a consortium.
- Create method to determine a fiscal agent and lead consortium entity.
- Create funding mechanisms to fund consortia activities
  - Option 1. All consortium funding as a percentage of local grants (equivalent to additional tech prep funding)
  - Option 2. All consortium funding through the 10% “Reserve Fund”
  - Option 3: Consortium funding as a combination of “Reserve Fund” grants and local contributions.

Potential Consolidation Approach to Maintain Consortium Activities

- Role of Regional Coordinator
  - Coordination, review and updating of articulation agreements relating to Programs of Study
  - Sign off on Programs of Study offered by partner school districts and colleges
  - Convene Career Pathway planning teams
  - Organize professional development with consortium districts and colleges.

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